

7th Grade English Language Arts with Ms. Sarah Knuth

My goals for each individual student are:

- to gain confidence in abilities,
- to become more aware of potential,
- to find pleasure in reading and/or understand the value and necessity of it,
- to improve writing, speaking, and listening;
- to think deeper and more critically,
- to become more curious about life and our world, and
- to become a better person in our society.

Literary Genres

Units of study will include nonfiction, fiction, drama, poetry and science fiction.

McDougal Littell's *The Language of Literature* is the classroom textbook resource.

Reading

Students will be required to read independently during and outside of class as they develop comprehension skills by using reading strategies on a regular basis. **Each day's homework is to read for twenty minutes, seven days per week.**

Writing

Students are expected to write daily in response to reading or in response to a prompt. More extensive writing assignments will focus on the following units:

- Narrative
- Informational Essay
- Historical Fiction
- Argument
- Literary Essay

Grammar will be integrated throughout the units.

Vocabulary

Students be "Word Aware" to develop individual vocabulary as needed in their daily lives. Words from Word Aware should be added to vocabulary.com for practice leading to mastery of the words. Students will be assessed using Vocabulary.com and Quizlet.com. Word study using context clues, root words, parts of speech, and origin will be a component of Word Aware assignments.

Grading:

This year we will be transitioning into Standards Based Grading. Report cards will indicate student success based on the Common Core State Standards. (This is a pilot, so it's a work in progress.) Final grades will be determined by dividing the points earned on assessments by the total points possible. Assignment grades will change as students achieve mastery of skills. Assignment ratings for skills are 4 (mastery), 3 (working toward mastery), 2 (progressing toward proficiency), and 1 (needs more

time and support). Assessments of skills will determine grades. Behavior will be monitored and assessed separately.

Classroom Rules:

- Be present.
- Be ready and willing to learn.
- Do assigned work and turn it in on time or communicate issues with teacher promptly.
- Be part of the learning team.

Teacher's Guidelines for Self and Students:

- **BE IMPECCABLE WITH YOUR WORD**
Speak with integrity. Avoid using words to speak against yourself or to gossip about others. (Impeccable: free from fault or blame)
- **DON'T TAKE ANYTHING PERSONALLY**
Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream.
- **DON'T MAKE ASSUMPTIONS**
Ask questions. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama.
- **ALWAYS DO YOUR BEST**
Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best.

Classroom Guidelines and Procedures:

- Students are expected to behave in a manner appropriate for learning. Inappropriate behavior will be addressed as necessary for the situation. All students are expected to follow the golden rule.
- All tardy students will have a written referral delivered to the Director of Student Affairs. After three tardies, a student will be required to serve detention.
- Use of hall passes will be recorded, monitored, and regulated as needed. Cell phones should be left in the basket by the sign-out sheet. Students should not have cell phones out in hallways or bathrooms during class time.
- Absent students should seek instructions from the teacher for missed lessons and assignments. Missed work should be submitted in a timely manner as determined through the student's communication with the teacher. The general guideline is that students have the same number of days to do the work as students who were present had.